

# Formative Assessment Through the RTI Lens



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**Revise: Change my Thinking**

**Topic: Assessment in Response to Intervention**

Name three things about the topic

1)

2)

3)

John Hattie, in 1992, concluded that “setting specific goals for student achievement and tracking progress regarding those goals is one of the most powerful actions a teacher, school, or district can take.”

John Hattie, in 2007, reminded us that “the most fundamental component of teaching is imparting information to students, assessing and evaluating the students’ understanding of this information, and then matching the next teaching act to the present understanding of the student.”

Black and Wiliam, in 1998, through an extensive research review, concluded that “efforts to strengthen formative assessment produce significant learning gains,” particularly among low achieving students.

## Formative Assessment and RTI

Barnett et. al., in 2006, called for “formative assessment tools to provide evidence *beyond* the static reliability and validity data found in traditional assessment tools.”

Barnett describes these formative assessment tools as those that:

- Accurately identify risk early
- Provide meaningful and important goals
- Evaluate adequate progress toward those goals
- Provide a way to evaluate both the overall system of support as well as students' response to that support

How do we look beyond the “static reliability and validity data found in traditional assessment tools”?

Example: Dibels Winter Benchmark

2<sup>nd</sup> grade Oral Reading Fluency Benchmark (90 wpm at end of year)

Student score: 12

Use it formatively --Student looks at first letter of word and guesses. Recommend similar word discrimination and short/long vowel pattern word sorting/phonics practice.

## How do we look beyond the “static reliability and validity data found in traditional assessment tools”?

Example: Dibels Winter Benchmark

1<sup>st</sup> grade Phoneme Segmentation Fluency Benchmark  
(35 phonemes pm at end of K)

Student score: 11



Use it formatively --Student gives mostly first sound in word, with occasional vowel. Recommend phonemic awareness activities that focus on vowels and ending sounds; combine these with phonics activities in the same area as this is a first grader.

## How do we look beyond the “static reliability and validity data found in traditional assessment tools”?

Example: High School Nearing Proficiency reading class,  
Success in Reading

Below average class gain of .5 year's increase in  
reading level



Use it formatively --After discussion with the teacher, we realized that students were not being directly taught reading comprehension strategies. Next semester's learning goals will emphasize comprehension strategies.

Think of your own examples

### What are the next steps?

- 1) Learn to ask questions that move beyond the benchmark or score or gain/growth
- 2) Develop tools to use at appropriate times  
example: 7<sup>th</sup> grade non-reader
- 3) Think outside the box  
example: 1<sup>st</sup> grade classes' low readers  
example: ELL students

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**Topic: Assessment in Response to Intervention**

Name three things about the topic

1)

2)

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Find new or additional information  
that relates to each number

1)

2)

3)

## Compare and Contrast

Marzano and Pickering talk about paradigm shifts necessary for improved student learning. One such shift is the need to have **mass customization** of education vs. **mass production** of education.

RTI can provide that **mass customization**.

